

The Making of Rome

Julian Morgan

The city of Rome today is a better place to visit than it has been for many years. It has been extensively cleaned up in preparation for the millennium, with many of the monuments and sites refurbished and presented in new ways. Whilst I was undertaking the research required for my CD-ROM project on Rome the Eternal City, I found it particularly exciting to see and to photograph much of the new, beautiful Rome. It is the purpose of this short article to bring to the attention of others some of the joy I found in revisiting the city.

The emblem which symbolises Rome best is, of course, the Etruscan she-wolf. Indeed, many people visiting the city make the Capitoline Museums one of their first target points to see. It was therefore a great pleasure to see that the wolf has now been completely renovated and installed in a new gallery with carefully positioned lighting around a central dais, where she stands in all her glory. The dreadful Romulus and Remus babies which were spuriously added to the wolf in the Renaissance by Antonio del Pollaiuolo have been removed, thankfully, into an adjacent gallery. Any lover of Rome will not fail to be moved by this sight.

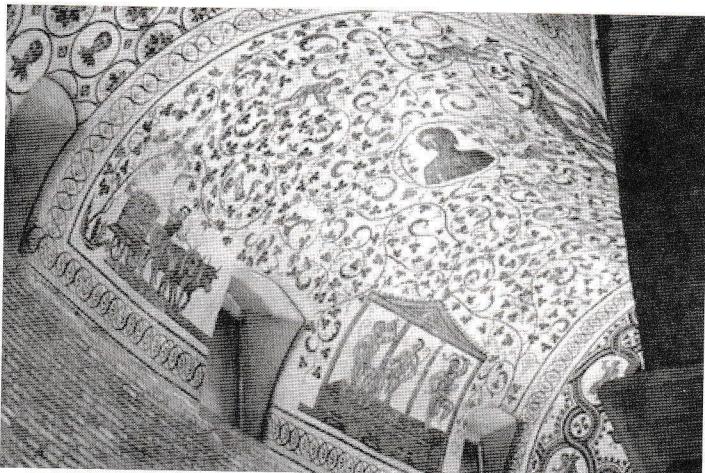
The reopening and new presentation of the Golden House of Nero will also be welcomed by any serious admirer of the city. This site, one of the most important in the city in terms of its contribution to the Renaissance, has been dusted down, tidied up and given its own set of new lighting so that it is shown to the visitor clearly and sensitively. As you enter the site you are given the option of a hiring a headset, so that as you can listen to an explanation of the rooms and halls. This is one of the most evocative of the ancient buildings in Rome, made more attractive now than ever before to the modern tourist.

Many of the monuments such as the Colosseum, the major fountains in Piazza Navona, the former site of the Domitian's Stadium, and the facade of Sant' Agnese in Agone have been cleaned and restored to their earlier white elegance. This allows for better photo opportunities than have been available before, so much so that I found myself taking more than that 1600 pictures around the city! For those colleagues who are similarly enthusiastic, let me make the observation that early-morning photography is very much to be recommended in Rome today. Piazza San Pietro, for example, can be photographed easily and well at 8 o'clock in the morning, whereas at any point much later in the day, it is virtually impossible to take decent quality pictures there.

My own research took me into a whole variety of sites which I have not personally seen before. Carrying my four guide books to the city around with me, I was able to negotiate my way into many places where I was simply stunned by what is on offer. Churches such as Santa Costanza, [pictured below and right] actually a 4th century Roman

mausoleum, overwhelm the visitor with the beauty of the architecture and its excellent state of preservation. This particular building has some of the finest mosaics to be seen in Rome today. I also found my way up to Savello Park and the Church of Santa Sabina on top of the Aventine Hill, an extraordinary basilica from the 5th century. There were simply too many other glorious buildings visited to mention, as I found myself drawn in to an array of churches from the Renaissance and Baroque period which took my breath away. Bernini has fascinated me for years, but visits to the Church of San Carlo alle Quattro Fontane and Sant' Ivo showed me the greatness of Borromini's designs.

In preparing what was effectively to become in itself a guide to the city, I was heavily reliant on the range of guidebooks I have mentioned. Of these, I found the most useful to be the Michelin Guide to Rome. This book is now in tatters, by far the most battered and bruised of all of the books in my collection, so much so that it is now barely usable. Yet it has become a true friend and I cannot rid myself of it. Fodor's Guide to Rome is less informative for the serious scholar, and even in places inaccurate. However it does offer a good alternative perspective to the city. The Dorling Kindersley Guide to Rome is an extremely useful book, presenting the locations of the city in the easy-to-follow, diagrammatic form. This would be the best of all the guidebooks, if its information was consistently reliable: unfortunately this is not the case. The fourth book I made



extensive use of was the Oxford Archaeological Guide to Rome by Amanda Claridge, which really is an excellent resource. My only complaint about this book is that it does not embrace periods after the 6th century, a huge omission indeed.

In my own odyssey to discover Rome today I was driven by a serious desire to present the monuments in the best light of which I was capable.

To view in one place the artefacts of three millennia, so beautifully restored and presented, was a tremendous privilege for which I felt grateful. Let me urge and encourage you, my colleagues, to consider when your next trip to Rome will be. However many times you have been to the Eternal City, you will find much there that is new today.

Julian Morgan

Telling the Time, Augustan-style: the Ups & Downs of an Obelisk

Rowland Smith

1. A little bit of Egypt in Rome

Visitors to Rome who take a walk to view the city's architectural highlights can scarcely avoid encountering an obelisk or two along the way: anyone approaching St Peters or crossing the Piazza del Popolo is confronted by conspicuous examples of the form, and numerous others can be encountered in other public spaces (the standard topographical dictionaries list a dozen and more). Most of these distinctive monuments have been a feature of Rome since early imperial times; but even then, Rome was only a second home to them. Hieroglyphic inscriptions on the obelisks disclose origins and earlier lives for them far away in Pharaonic Egypt, from where they were transported for re-erection at Rome at the initiative of various emperors, mainly in the 1st and early 2nd centuries AD. The imperial habit in this connexion, as in much else, was established by the founding emperor Augustus, who in 10 BC imported a pair of obelisks from Egyptian Heliopolis, City of the Sun. The older of the pair, which carries an inscription of Rameses II [13th century BC], was set up at Rome in the Circus Maximus: this is the obelisk that now stands in the Piazza del Popolo. Our interest here, however, lies with the other obelisk in question, which had first been set up at Heliopolis in the time of Psammetichus II [7th century BC]. From Augustus' day until at least the 8th century it stood in the Campus Martius; subsequently thrown down and broken, it was rediscovered in 1512, excavated in 1748 and re-erected in 1789 in the Piazza del Montecitorio, where it still stands.

Each of Augustus' imported obelisks bore on its pedestal an identical Latin inscription which translates as follows:

Imperator Caesar Augustus, the son of the Deified Julius, the Pontifex Maximus, consul for the 11th time and with tribunician power for the 14th time [=10 BC], gave this [obelisk] as a gift to Sol, Egypt having been brought under the power of the Roman People.

Both of them, then, can be regarded in a general way as visual expressions of Augustan triumphalist ideology, commemorating the defeat of Antony and Cleopatra that had ushered in the Augustan principate, and feeding off the subsequent 'myth of Actium': they have an evident material analogue in the prows of the Egyptian galleys defeated at Actium and set up at Rome as victor's mementoes around the rostra in the Forum, and an evident literary counterpart in Virgil's ecphrasis of the Shield of Aeneas in Aeneid VIII. In the case of the obelisk set up in the Campus Martius, however, there was an additional and more specific function which has made it an object of special interest in the eyes of recent historians of Augustus, a function implicit in the name by which scholars commonly refer to it: the 'Horologium of Augustus'.

2. This clock tells more than the time.

The obelisk re-erected in the Campus Martius, that is to say, formed the gnomon of a giant sundial which Augustus dedicated to the sun: estimated

as perhaps 30 metres high with its added bronze top-piece, it cast its shadow across a vast expanse of travertine paving inlaid with strips of bronze which marked (at the very least) the midday point of the day at various seasons of the year, as indicated by the length of the shadow cast on the day in question. Other markers on the pavement may have indicated more than just points on the meridian line, but here difficulties of interpretation begin to intrude. In the first place, we know from the Elder Pliny that as early as the mid first century the obelisk had tilted slightly, in such a way that its shadow was no longer correctly aligned with the meridian line inlaid in bronze; in the 70s or 80s AD, a correction was attempted by raising the ground level of the travertine paving, and relaying at least the bronze meridian line marker. In the second place, however extensive the original marking layout on the paving may have been, the once open area of pavement has long since been built over, and the only section of bronze marker of which we have any precise knowledge is a short stretch of the relaid meridian line which was discovered in the cellar of a building on the Via di Campo Marzio in 1979. It shows the line broken by crossbar-markers, and alongside it inlaid letters in Greek, representing the zodiacal signs Virgo and Taurus. The excavator, Edmund Buchner, was prompted by this feature to suggest that the meridian line functioned also as a calendar, the days of the month being shown according to the length of the shadow cast at noon. But Buchner went much further than that: having calculated the original location of the obelisk on the basis of the recovered stretch of the bronze meridian line, he went on to propose a strikingly complex reconstruction of the original sundial layout that was to attract the keenest interest. According to Buchner, the layout had been devised to do much more than tell the time of day or the day of the month: in his view, the placing of the obelisk in its original location in the Campus Martius was intimately related to the placing there of another grand and highly symbolic architectural project undertaken by the regime in these years, the Augustan Altar of Peace – the Ara Pacis –, dedicated on 30 January 9BC.

Like the obelisk, the Ara Pacis no longer stands in its original Augustan position in the Campus, but in its case the exact position is known for certain, and Buchner calculated that in its original setting the Altar's orientation and spacial location were dictated by the shadows cast by the obelisk on two particular dates: 23 September and 23 December, respectively the autumn equinox and the winter solstice. 23 September, however, happens also to have been the birthday of Augustus, and 23 December was thus in its turn the notional day of his conception; and on Augustus' birthday, the tip of the shadow of the obelisk would fall directly onto the centre of the Ara Pacis. On Buchner's calculations, a complex mathematical and astrological logic was revealed, by which the design of the sundial and the Ara Pacis was determined by a privileged individual's birthday and astrological details; it was surely no coincidence that on the birthday of one conceived and born (so the poets told) to restore peace to the world, the shadow of the obelisk bisected the Ara Pacis. An intricate messianic symbolism was implied: the sundial told of Augustus as a

saviour whose coming was pre-ordained by heaven and predicted in the stars, the inaugurator of a new age of peace, and the controller of Roman space and time.

Buchner presented his new reconstruction of the sundial/Ara Pacis complex in 1982 in a German monograph that was highly intricate in its appeal to mathematics and to antique astrological theory; but in its main lines it soon reached a wide English-reading public in the pages of works written by some eminent historians of the period. First and foremost, it was endorsed and summarily reported by Paul Zanker in the 1988 English version of his *The Power of Images in the Age of Augustus*, a work judged by one reviewer (and quite reasonably so) as the most significant contribution to our understanding of the regime of Augustus since Syme's *Roman Revolution* of 1939. The reviewer in question, Andrew Wallace-Hadrill, now Director of the British School at Rome, would later incorporate a summary of the Buchner reconstruction in his own admirable short interpretative work *Augustan Rome* (1993); meanwhile, Glen Bowersock, in his contribution to Raaflaub and Toher's 1990 essay-collection *Between Republic and Empire*, had picked up and elaborated upon the new account of the sundial/Altar complex, linking it to Augustus' assumption of the title Pontifex Maximus in 12BC and to the erection of another pair of obelisks at the Caesareum in Egyptian Alexandria. These were influential writers; all three of the books mentioned became standard reading matter for undergraduates studying Augustus in the UK and USA, and by the mid 1990s Buchner's account was firmly embedded in the mainstream view of Augustus. This was due above all, perhaps, to Zanker's early endorsement. Zanker's own book was to prompt a broad reassessment of Augustus by demonstrating how Augustan architecture and visual art could be 'read' to illuminate the ideology of the period, and Buchner's excavation and interpretation of the sundial chimed beautifully as an illustration of the larger point. Against an older picture of Augustan ideology as cautiously, if disingenuously, modest in its shying away from monarchic titulature and imagery, it presented a city in which an image of Augustus as a providentially sent saviour was articulated in the city's physical space, to the extent that even the dimensions and location of its buildings were dictated by his biographical data. Buchner's sundial, in short, told contemporaries of Augustus much more than the time: it told them that it was 'Time for Augustus', that his rise to power fulfilled and ratified the decrees of the stars in heaven.

3 Must what goes up come down?

That Buchner's discovery of part of the sundial complex was important, and that his new interpretation was brilliant, is undeniable. But there is a sense in which it was suspiciously timely: its wide currency in its popular

form owes something, we have noticed, to the popularizing of it by Zanker in his pathbreaking book. In the process, perhaps a more important question has been rather neglected: is Buchner's account true? It must be remembered that the material evidence which prompted Buchner to offer his reconstruction is very thin – a single short stretch of inlay on the meridian line. Significantly, perhaps, a recent book on the Augustan published in the late 1990s – K Galinsky's *Augustan Cities* – acknowledges that some aspects of Buchner's account are 'more speculative' than others, and refers the reader to an article recently published by another German scholar, M Schutz. Arguably, this underestimates the matter. Schutz's article, if its conclusion is accepted, destroys the greater part of Buchner's reconstruction, and on the basic and fatal of grounds: it aims to show that Buchner has mislocated the precise position of the obelisk in the Campus Martius by about 10 metres, and that he has overestimated its original height. If that is correct, the whole notion that the orientation and location of the Ara Pacis were determined by the direction and length of a shadow cast by the obelisk on Augustus' birthday will need to be dismissed: in Schutz's account, the astrological reconstruction offered by Buchner to this effect was a mirage in the air, and the obelisk must revert to its former and more normal function as the gnomon of a simple meridian instrument.

On the face of things, then, Schutz's article quite demolishes the entire reconstruction by Buchner and subsequently elaborated upon in works which were read by students of Augustus in the 1990s. So far as the present writer is aware, it has not yet been refuted. Perhaps it will be answered in time – or perhaps we shall be left with a salutary lesson in how a prevailing tide in scholarly discourse can temporarily transmute brilliant hypothesis into accepted fact. Time, one hopes, will tell . . .

Bibliographical note.

For recent summary descriptions of the Obelisk and the Ara Pacis, see J. Claridge *Rome*, 1998, 184–92. The reconstruction of the Sundial outlined and briefly discussed above was set out at length in German by E Buchner, *Die Sonnenuhr des Augustus* (1982), reviewed by A Wallace-Hadrill, *JRS* 1985.

The reconstruction was transmitted to a wider English readership by inter alia, P Zanker *The Power of Images in the Age of Augustus* (1988) at p144 A Wallace-Hadrill, *Augustan Rome* (1993) pp93ff (cp also reviews of Zanker, op. cit., *JRS* 1989, pp157ff and of Buchner, op. cit., *JRS* 1985); G Bowersock, 'The Pontificate of Augustus' in K Raaflaub and M Toher, eds., *Between Republic and Empire* (1990) pp380ff; it has been strongly challenged by M Schutz, 'Zur Sonnenuhr des Augustus im Marsfeld', in *Gymnasium* 97 (1990) 432ff.

Rowland S

Rome the Eternal City: Software Review Bob Bass

This CD-ROM, which I suspect is the most original and comprehensive product to emerge from Julian Morgan's stable, is a real time-waster, and not just for classicists. Start browsing and you will not want to stop. It is user-friendly from the outset: there is no installation procedure – you just insert the disc and click on its icon. When you do so there is a choice of five avenues to explore: *Major Sites and Tours*, *Classical Sites*, *Later Sites*, *Fountains of Rome* and *Census of Rome*. On exploring these avenues you will find a wealth of original photographs (over 800 in total) with succinct accompanying textual notes and even spoken commentaries. Navigation through the program via interactive indices and simple instructions is a doddle.

In fact the program's title is a slight misnomer: in the *Major Sites* section you will find surveys of Ostia and of Hadrian's Villa at Tivoli. The other sites in this section are the Forum, Colosseum, Palatine, Pantheon and St Peter's. There are no fewer than 36 sites featured in the *Classical Sites* section, with particularly thorough photographic surveys of the Circus of Maxentius and Trajan's Column. Any Roman site mentioned in the usual Latin course books will be found here. *Later Sites* focuses on churches, museums and landmarks right up to the Via della Conciliazione and the Emmanuel II monument. *Census of Rome* deals with emperors and notable Romans, and *Fountains of Rome* is self-explanatory.

This is a 'must have' resource for anyone with an interest in Roman history.

be it ancient, Renaissance or Baroque. But beware, once you get into it you will be unable – rather like eating a packet of Jaffa Cakes – to stop. J-PROGS has cunningly constructed a slippery slope. Once you have experienced *Rome the Eternal City* you will not be able to resist its adjunct, *Rome Photo CD* (£60). This CD-ROM contains the 800+ photos used in *Rome the Eternal City* and a further 200 or so, all in jpeg format. This means, of course, that the pictures can be imported into any image-editing package, web page, work sheet or PowerPoint demonstration – subject naturally to copyright restrictions and the conditions of use which are set

out in the user manual.

A lot of blood, sweat and tears has clearly gone into the production of these CDs, but the result is an excellent resource which will be welcomed warmly and enjoyed extensively by anyone whose remit is to acquaint anyone else with Rome.

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Classics & Ancient History in the Learning & Teaching Support Network *Lorna Hardwick*

What is the LTSN?

The Learning and Teaching Support Network (LTSN) has twenty four subject centres based in higher education institutions throughout the UK. It is funded by the four HE funding bodies in England, Scotland, Wales and Northern Ireland and aims to promote high quality learning and teaching through the development and dissemination of good practice in all subject disciplines. In addition to the subject centres' focus on subject expertise, LTSN will also offer generic support on learning and teaching issues that cross subject boundaries through a Generic Learning and Teaching Centre based in York. The LTSN's core activities are in setting up, supporting and developing learning and teaching networks; promoting and sharing good practices in learning, teaching and assessment; facilitating exchange of knowledge and experience between users, experts, developers and innovators. The LTSN does not produce courses or study packs. Its remit has recently been extended to include FE as well as universities.

The subject centres

The twenty four subject centres are a mix of single site and consortium-based centres, all located within relevant subject departments and hosted by HE institutions. The subject focus results from the recognition that for staff in HE it is at subject level where most networking and exchange of learning, teaching and assessment practice takes place. Funding to support the subject centres is in place for three years with probable extension to five so it is possible to think in the medium term as well as in the short term.

Classics and Ancient History

Classics (which covers Classics and Ancient History) is part of a partnership centre – History, Classics and Archaeology, hosted by the University of Glasgow. The work in (Medieval and Modern) History is based at the universities of Nottingham and Bath Spa. Archaeology is at Leicester and Classics at the Open University, Milton Keynes. The Subject Directors of the partner subjects meet regularly to discuss progress, future plans and possible areas of co-operation (to say nothing of completing the extensive documentation required by LTSN's accountability procedures). History, Classics and Archaeology share a regular Newsletter and a web site (<http://hea.ltsn.ac.uk/>). They also draw on the expertise of the Centre's IT Co-ordinator Dr Sonja Cameron. Sonja is very willing to visit departments and groups to discuss IT issues in learning and teaching (S.Cameron@arts.gla.ac.uk).

last two have been in post since August 2000. Lorna and Dominic are permanent members of the Classical Studies department at the OU and have been seconded for part of their time. David has been appointed as Project Officer and has particular responsibility for organising communications and conferences, organisation of support for networks and managing the publications of Briefing Papers, Learning and Teaching Bibliographies and Reviews (all of which will be available in paper copy and on the web site). Dominic's main role is to develop initiatives in Classical languages learning and teaching and to design workshops in consultation with departments and groups. Lorna is particularly interested in responses to the changing environment underlying curriculum design and learning and teaching strategies and also in ways of developing creative synergy between teaching and research. All the subject centre staff will be glad to respond to queries from individuals as well as to visit groups or departments (contact details are given below).

Advisory Panel

The work of the subject centres is also supported by advisory panels, which have been set up for each of the subjects. Panels meet approximately twice a year, supplemented by other contacts as needed. Notes of the discussions at meetings will be published on the web site. The Panel for Classical Studies includes representatives of subject associations as well as individuals drawn from a variety of institutions and specialisms. The current membership of the Classical Studies Advisory Panel is:

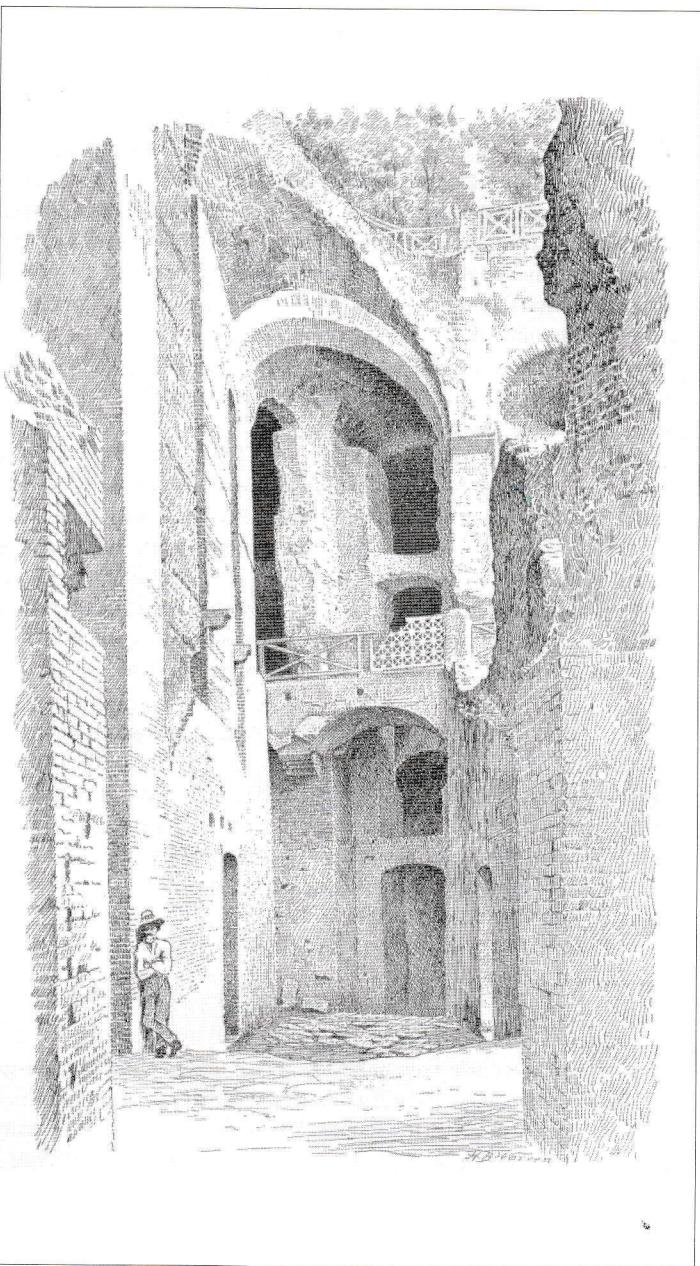
Mr C. Annis (ICS and Joint Library of the Hellenic and Roman Societies); Dr E. Dench (Birkbeck); Prof P.E. Easterling (Cambridge and Chair JACT Greek Committee); Prof L. Foxhall (Leicester and Hellenic Society); Dr L. Fotheringham (Nottingham); Ms S. Knights (Chair JACT Latin Committee); Mr R.W. Lister (Cambridge Dept of Education); Dr E. Pender (Leeds); Mrs C. Roueché (KCL); Prof R.W. Sharpley (UCL and CUCD); Prof M.R. Wright (Lampeter); Prof G.D. Woolf (St Andrews); Dr V. Zajko (Bristol).

Consultation/Needs Analysis

The subject centres have now moved from the set-up phase to become operational. Lorna Hardwick has consulted widely with colleagues in a number of institutions and thanks are due to them for their generosity with time and ideas. Within the limits of budget and terms of reference it is important to establish priorities which take account of immediate needs and also to allow room for strategic initiatives which can support the subject community's development in key areas.

and to Cambridge and Oxford Colleges. Nearly 500 responses were received across the three subjects and over 120 were from Classics/Ancient History. Across all three subjects respondents expressed interest in developing computer/web-based learning; in developing teaching in non-traditional ways (such as group work); in developing a wide range of approaches to assessment; in using the subject centre as a source of information, especially relating to the Internet and to innovations in Learning and Teaching. There was marked lack of interest in research into learning and teaching (which suggests that traditional forms of educational research are not well regarded).

Responses from Classicists and Ancient Historians indicated that language learning for beginners (both Greek and Latin) was seen as a priority. There were also significant expressions of interest in developing methods of assessment of students' oral presentations; locating high quality material on the Internet; reviews of web and computing resources; developing students' study skills; encouraging active learning; learning by dissertation; teaching through translation. These preferences are guiding our forward planning. It was also encouraging to see a number of offers to review Learning and Teaching materials (including software and web sites), to contribute to practitioner networks and to serve as departmental contacts.



Above: The Palace of Caligula

Recent Activities

A subject centre Colloquium on Classical Language teaching and learning in universities was held in January 2001 at Milton Keynes. Panels on a wide variety of short presentations on practical aspects. Discussion (which as usual the time proved too short) revolved round topics such as motivating language students; supporting weaker students; approaches to grammar; strategies for post-beginners; web-based materials; aptitude tests; Latin on the web; recent developments in Latin and their effect in universities.

Heather Constantine began by identifying some of the most important aspects of the school environment and popular attitudes to classical languages. The focus on learning and change was further developed by a paper by Elizabeth Irwin (Girton) on 'Three Ways of Learning: Student, Postgraduate and Teacher'. She suggested ways in which the learning experiences at each stage can be maximised to generate confidence in working with and reading the classical languages. This was followed by a talk by Alison Balaam (Warwick) on 'Supporting Weaker Students in Ab Initio Language-Learning' which included a fourteen point checklist for maximising success! Bob Lister (School of Education, Cambridge) described the Computer Assisted Texts Reading Project (CATR) for developing electronic versions of classical texts designed to help students become independent readers. It has been developed to meet the different needs of post A-level Classics students. Research has suggested that undergraduate students in Cambridge may spend more than 70% of their time 'reading' time looking up words in a reference dictionary or glossary. CATR provides an electronic text with windows for parsing, definition and notes. Jane McLarty (Cambridge) reviewed resources for non-native reading *koine* Greek while David Fitzpatrick (LTSN Classics) considered more imaginative web based material, especially for Greek.

The broader challenges of the changing language learning environment were addressed head-on by James Morwood (Oxford) in his discussion of aptitude testing, by Rosemary Wright (Lampeter) in her proposal of a syllabus for intermediate courses, by Ken Dowden (Birmingham) in his iconoclastic piece on language learning and educational psychology, and by Niall Livingstone (Birmingham) in his paper 'Classical Languages: Isolated Penance or Integrated Reward'. This analysed the justification put forward for requiring language learning and explored the benefits of integrating language learning with reading done in translation. Most point participants clearly felt that the next conference was needed for developing its agenda! The Selected Proceedings of the Conference on *Practical Strategies in the Changing Environment of Classical Language Teaching at University* (edd. David Fitzpatrick and Lorna Hardwick, ISBN 0 7492 8590 7) have been published on the website and can be copied. Copies have been sent to all Classical departments and the Library. Further copies are available on request.

It is also intended to support the themed special interest networks which have developed to address the priorities identified in the discussions at the Colloquium. These include Learning from Texts and Commentaries, *Koine* Greek, Intranet and Internet resources and Peer Observation. The Texts and Commentaries network will be sending out a questionnaire to departments to collect information on the present merits and shortcomings of texts and commentaries currently used by students and to invite comments on the kinds of texts and commentaries (including commentaries on translations) which lecturers would like to see in the future. This questionnaire will also be available via the website.

All those who are involved in teaching Classical languages are welcome to join the special interest networks (further details from David Fitzpatrick).

Panels at subject conferences are also an important way of providing debate on learning and teaching issues and a well-attended panel on the changing environment for classical languages was organised by the Classical Association's Annual Meeting in Manchester in April 2001. Lorna Hardwick discussed the importance of classical literature and language in the work of modern poets and dramatists, arguing that Latin and Latin are demonstrably very much alive for a wide range of students.

readers and audiences. Jan Parker's paper on teaching ancient texts through glossed translations in which key words were kept in the original provoked considerable interest and is to be the basis of a forthcoming subject centre Briefing Paper. James Robson discussed principles of course design with special reference to the key decisions to be made about differences in requirements to learn or to recognise vocabulary, the training needed in the use of dictionaries and commentaries and the balance between work on target texts in the original and in translation. Paula James explored the potential of classical subjects in the context of life-long learning and Tony Keen analysed the implications of the choice of translations for the assessment of work on set texts.

New lecturers, part-time staff and graduate teaching assistants form a vital part of the subject community and a national seminar organised by and for them was held in July. A wide ranging programme included contributions and discussion on making the most of different kinds of teaching experiences, small group and tutorial work, course design, language support, using learning outcomes to support subject priorities, making the most of internet resources, encouraging active learning and surviving the first year of university teaching. It was clear from the feedback that in-depth workshop and discussion sessions on most of these would be welcome in the future and also that the more experienced practitioners who had attended had welcomed the opportunity to review their own practices and to exchange ideas with newer lecturers who were close in time and environment to the educational experiences of the students.

Following a call for applications, the HCA Subject Centre has awarded a number of small Teaching Development Grants to enable lecturers to review, write-up and disseminate examples of innovative teaching and learning (collaborative applications are encouraged). These grants support year-long projects and a seminar will be held at the end of this time to discuss the results, with reports published on the Subject Centre web site. Congratulations to Dr J Hesk (St Andrews), Dr C Osborne (Liverpool) and Dr G Shipley (Leicester) who were successful in the first round of applications. It is hoped that further grants can be offered in the future.

Future Programme

The next major conference will aim to develop issues which have emerged from this year's activities. It will be on *Learning from Texts, Commentaries and Translations* and will be held on January 26, 2002, at Milton Keynes. Offers of short papers (20 minutes) are invited and there will be a refereed publication of selected papers.

In autumn 2001/ spring 2002 there will also be a national seminar in Scotland and a workshop on the use of the Intranet and Internet in Classics and Ancient History. Further on the horizon is a seminar on the use of images and artefacts in Classics, Ancient History and Archaeology (a Briefing Paper on *Getting Digital Images for Teaching* is being prepared by Sonja Cameron). In addition there will be further meetings of the informal special interest networks and we continue to welcome offers of Case Studies and Reviews for the web site.

Subject centre staff will be pleased to contribute to department staff development days by arrangement or to offer half day workshops on particular areas of learning and teaching in Classical Studies. All workshops will be subject orientated and will focus on the practicalities of working with students. We are also able to offer workshops for postgraduates who are about to start some teaching or have recently done so. Although we hope in the future to develop some regionally based workshops and seminars, at this stage we are particularly aware of the travel problems that may be experienced by colleagues in the more geographically remote departments and visits to those departments who request it will be a priority.

There is, of course, no intention to duplicate staff development provision already made in individual universities or colleges. Furthermore, we would like to emphasise that subject centre staff are in no sense 'trainers' but are professional colleagues. Nevertheless it is clear from feedback from the subject community that even where universities and

colleges have induction and development programmes in place for their staff these are often necessarily generic and that classicists and ancient historians welcome the opportunity to focus on matters which are closely subject related and to exchange ideas with those from other institutions. There is a considerable amount of excellent teaching and learning practice which colleagues tell us they would like to have more widely disseminated but they simply do not have the time or the means. The subject centre may be able to help with this and we would like to hear from those who would like to share their expertise and innovations with others (for example through authoring short Briefing Papers or Case Studies). We would particularly like to hear from people not yet in established posts or whose names do not appear in the CUCD booklet so that we can make sure everyone is informed of forthcoming events and has the opportunity to contribute. Contacts from Sixth Form and FE Colleges are also invited and of course JACT members, whether from schools, colleges or universities, are always welcome at LTSN activities in Classics and Ancient History.

Challenges

The first year of LTSN activities has been exhilarating in so many ways. Yet it would be complacent to overlook the challenges which exist both for the subject community and, indeed, for the LTSN concept itself.

Everyone reading this article will have personal experience of the changes in the educational and socio-economic environment within which Classics and Ancient History operates and will be aware of the importance of strong liaison between schools, colleges and universities. The change in the balance between classical languages and classical civilisation enrolments at all levels has generated restructuring of many degree profiles and still requires a radical review of the relationship between language based learning and learning via translations. We need to ask hard questions about the kinds of language awareness and capabilities which are needed by both language and non-language students, including ancient historians, and about how these can best be developed via course texts, learning situations and assessment strategies.

The bright but inexperienced language student is desperate to engage with difficult texts and ideas at the same time as he or she grapples with the basics of the language – how can this aspiration be met? How can the professional scholars of tomorrow be identified and given the language basis they need in order to secure their future research and academic employment prospects? Training future academics is, after all, a perfectly legitimate response to the requirement for universities to take into account the vocational implications of their courses!

There are other vocational aspects of classical education, too, which should not be overlooked. The sustained level of public interest in all matters classical and archaeological suggests that well informed graduates will have openings in a range of careers concerned with arts management, publishing, tourism, heritage, publicity, media and journalism. Might an increase of classical provision in the newer universities actually be vocationally desirable? Most of the current stress on skills and learning outcomes can actually be constructively exploited by classical subjects because of the diverse requirements that critical engagement with the content places on students. Learning *through* classics also has potential for a significant role in the newer universities and in FE. In addition to their role in foundation and interdisciplinary studies classics-based courses are arguably a vital part of advanced study in literature, art history and philosophy as well as in history and archaeology, to say nothing of more recent curriculum developments such as area studies and translation studies. From this potential, of course, there emerge contentious issues about the extent to which classics can and should work with other subjects in the increasingly competitive situation for student recruitment within and between universities.

* There are also difficult areas in the professional framework which lecturers inhabit. According to CUCD statistics, staff/student ratios have generally worsened and it follows that a good deal of teaching, especially in the languages, is now undertaken by part-time or hourly-paid staff

and/or by graduate teaching assistants (who are of course our leaders in the next generation). How can we ensure that teaching is a valued and rewarding experience for these non-established lecturers and for their students? How can we encourage experienced part-time lecturers (who often have a valuable background in schools) to share their experience and expertise with new appointees?

It is widely held that the demands of the regular Research Assessment Exercises have further diminished the attention given to teaching, and especially to the more time-consuming aspects of curriculum development and innovation. I am not totally convinced that the last claim is always true. Certainly it seems that the most active and engaged teachers are often people who are also active in research although it is true that few can develop both aspects simultaneously throughout their careers. There are now several international journals which publish articles which focus on the relationship between subject research, learning and teaching. These present one opportunity for bridging the chasm which has grown up between educational discourse and teaching and learning in the subjects. If, as the results of the LTSN Needs Analysis Survey suggest, subject lecturers have a deep antipathy towards educational research, they are faced with two stark choices. They may choose to teach courses on a wing and a prayer with no research on how (whether?) students learn anything of value. This will intensify – and justify – any growing diminution in the value and status attached to teaching when compared with (subject-based) research. Alternatively, they can grasp the nettle and begin to think about how research into learning in their subject might best be conducted and disseminated.

There are challenges, too, for the LTSN and its rationale. The national organisation has, initially, up to five years to embed concern for teaching and learning practices into subject cultures. The decision to organise on a subject basis was both practical and idealistic in its implications. So far some promising progress has been made in many areas, with a high degree of responsiveness to subject communities, practical support in the shape

of teaching development grants and some attention to analysis of term and strategic issues and to the possibility of cross-subject interdisciplinary co-operation and exchange between related disciplines. Nevertheless, there is a difference between the operation of the model as a catalyst for facilitation and development and its institutionalisation. To put it bluntly, excessive reliance over a long period of time on any organisation can induce dependency. The success of the LTSN, in Classics and Ancient History at least, will have to be judged by the extent to which it continues to be practitioner-led, to promote the quality and effectiveness of the debates which it fosters. How the Classics and Ancient History community takes teaching and learning forward and how it perceives the ways in which scholarship binds research and teaching will govern the long-term development of the subject. In the LTSN work for Classics and Ancient History is to work out the time when debate and the exchange of ideas and approaches to teaching and learning will attain the same extent and depth that is taken forward in our research community.

Lorna
Open U

(the opinions stated in this article are the author's personal views)

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Running Vocabularies for Classical Texts

Terry Bird

I want to argue that the use of running vocabularies is extremely helpful for those attempting to learn the ancient languages. For those unfamiliar with such aids I offer an example at the end.

I began giving out running vocabularies for Latin and Greek texts over thirty five years ago at Colchester Royal Grammar School. I was sometimes aware that others were trying this out (for instance, Reading Greek) but I don't think in such a thorough-going or widespread way. I have used them so much that they have become a method.

I suppose that I felt a thousand sneers at my shoulder. It was only too easy to represent what I was doing as spoon-feeding. How is a student going to learn vocabulary if it is always on tap? I very carefully weighed these objections.

Once a pupil myself, I remember the stunning chore of looking words up. I tried to learn vocabulary to cut down the work, but it always remained tremendous labour, and after this essential preliminary there was always the task of translating as well. I suppose I looked up vocabulary in the old blue Macmillans and their like. The entries were workmanlike but sometimes the translations were antiquated or slightly askew, sometimes a curious rag-bag of definitions that seemed nothing to do with the text in hand. The smaller versions of Liddell and Scott seemed to take pleasure in making it impossible to find difficult verb forms. How had I ever acquired that special feel for the meaning of a word that half-way decent

Classicalists start to have? Simply by vast effort, wide reading and composition, I imagine.

From the mid 1960s I experimented both in Greek and Latin, and from about 1975 hardly any 'O' Level or later GCSE set books were studied without running vocabularies. The vocabularies, being in books, were eventually learnt. Many sixth form texts were also studied in this way. The key improvement was that students spent more time puzzling out meanings, read more and faster, used no dictionary selectively and sensibly. For a good many the process gave them a real interest, or was at least far less boring. Using a running vocabulary is like having a friend who has been there before you is at your elbow.

It was very interesting to try this out on Homer, where vocabulary was such a chore. The speed of translating was revolutionised, and specifically the speed that one was meeting words more often, in itself an aid to vocabulary.

There is a technique in preparing such vocabularies, and the results can be done well or badly. Some texts are of course not approached until a later stage, with consequences for the vocabulary. You have to imagine what your students know or may need. They mustn't be left in a half-way house where they partly use the running vocabulary and partly look up words. Running vocabularies are a terrific chore to prepare, and, close to, see as trivial. Make a mistake and you feel a fool. Yet I am convinced that they are very useful indeed.

Do I think vocabulary is unimportant? Not at all. Yet learning to translate is more important and learning vocabulary can be partly separated from this. If you use a running vocabulary, you can still always look up the most interesting words in a dictionary, and **learn** vocabulary from the lists.

For Latin texts the vocabularies were originally typed. This was before word-processing and it was difficult to correct mistakes. You were lucky to get a hundred copies. Greek ones were hand written and run off on the old Banda machines, with hands covered in blue ink. This meant that about sixty pupils could have copies. Photocopying kept previous efforts alive; also the stencil machine that burnt copies of the originals into skins for printing. A number of colleagues joined in. Somewhere about 1980 I persuaded Robert Tatam to split the *Bacchae* in two and we produced a complete running vocabulary for it. Forty two sides of A4, double column! I then advertised this in the *JACT Bulletin* and it went out to many schools. The Latin ones can now be typed (and corrected!) in Microsoft Word, for instance, and look clean and new. The user, if he has the file rather than a printed sheet, can customise the vocabulary on his own computer. And such files can be e-mailed, or they could be downloaded from a website. The Greek is still a problem. I have used the excellent Antioch program but I need to be sure that I have the right vehicle before the major effort of retyping starts.

I think I had a long enough period of experiment to be sure that I was not doing something that would wreck standards. We had ten firsts in Greats in the 80's and all of these students were given a good deal of exposure to this method. In fairness all did at times look up vocabulary in the conventional way, and all were doing Greek and Latin prose, demanding extensive dictionary work.

I think the moment has come for these vocabularies to be offered more widely, and I cannot wait until every last vocabulary has been retyped and checked. So I intend to offer a reasonable selection for Latin verse first of all, some Catullus and Horace, Virgil *Aeneid* 2, 4, and 6. Juvenal 3 and 10. A good deal of Greek has been done, Four Greek Authors, *Odyssey* 6, 7, 9, 10, 21, *Iliad* 24, *The Persians*, *The Bacchae*, *Apology*, *Crito*, some Xenophon. These are not retyped but await the response to the first releases. A co-operative effort would be nice, and for all I know there may be many individual efforts in this area. Certainly it would be ridiculous for this work to be unnecessarily duplicated, and there are a number of texts that cry out to be done.

I seek contact by e-mail first at terry.bird@ntlworld.com

Sample Running Vocabulary: *Aeneid* 4. 1-10

at – but	
iamdudum – already for some time	
saucius – wounded	
cura – care, the pain of love	
vulnus, vulneris (n) – wound	
alo (3), alui, altum – nourish, feed	
caucus – unseen	
carpo (3), carpsi, carptum – pluck, waste	
ignis, is (m) – fire (abl. igni)	
recurso (1) – race back	
gens, gentis (f) – nation	
honos, honoris (m) – honour	
haereo (2), haesi, haesum – stick, stay	
infigo (3), -fixi, -fixum – fix in	
pectus, pectoris (n) – breast, heart	
vultus (4) – expression, features (in pl.)	
placidus – restful	
membrum – limb	
quies, quietis (f) – quiet, peace	
posterus – next day's (adj.)	
Phoebeus – of Phoebus Apollo	
lustro (1) – move over	
lampas, lampadis (f) – torch	
umens (partic. of umeo(2)) – dewy, moist	
Aurora – the dawn	
polus – heaven	
dimoveo (2), -movi, -motum – move aside, fling back	
umbra – shadow	
unanimus – of one mind with	
adloquor (3), adlocutus sum – address	
male – badly, ‘not’	
sanus – in one’s right mind	
suspendo (3) -pendi, -pensum – hang up	
insomnia (n.pl.) – visions	
10. succedo (3), -cessi, -cessum – come beneath, take shelter with	
sedes, sedis (f) – home	
hospes, hospitis (m) – guest	

Terry Bird

Grex Latine Loquentium Brian Bishop

Haec symbola de grege interretiali, ubi omnia quaecumque Latine tractantur, vobis inducit.

Finis huic circulo est:

“Grex Latinus convocatus est ad sermonem Latinum colendum atque adiuvandum in arte, quam Graeci epistolographiam vocant, nec non ad opiniones disputandas de recenti Latinitate et de novis verbis vocabulisque instituendis, ut lingua Latina ad res nostris temporibus quotidianas adhiberi posset. Et ad multa alia.”

Regulae tantae duae huius gregis simplicissimae sed rigidissimae sunt:

- I. Non licet disputare, nisi Latine.
- Quod profecto non attinet ad signaturas, quae ulla lingua conscribi possunt, et ad verba proverbiaque aliena (etiam Graeca), quae ab omnibus intelliguntur.
- II. De quibuslibet rebus disserere licet.

Omnia quaecumque tactantur? Ita. Lege hoc exemplum:
Quirinus adulescens salutem uobis quam optume plurimam dicit:

Latinitas mortua est? immo uero immortalis. Tantummodo mortua quibus eam necare ardent appareat. Eo quo mihi reffert, latinas (et hellenitas) numquam morietur, quoniam exigit monumentum aere perennius regalique situ pyramidum altius, quod non imber edax, non Aquilo impotens possit diruere aut innumerabilis temporum series et fuga temporum. illi qui ea dicunt rustici, inlepidi, agrestes...admoneri bonus gaudet, pessimus quisque rectorem asperrime patitur.

Alius de alio iudicat dies, et tamen supremum de omnibus. Quidquid postera dicet de nobis tempora, nescire malo.

* *Valete quam maxime.*

Ecce aliud:

Dionysius Silvanus Humberto et sodalibus s.d.p.

*Cottidie – pro! – aliquid legimus quod hominum stuporem caecitatem avaritiam flere ac lamentari nos cogit. Nam sunt in Caspio mari nonnulla genera acipenseris quorum ova garo condita maximum dispendium emptoribus afferunt. Quod cuppedium nunc vitam ipsam huius piscis pergrandis in summum periculum ac discrimen vocat. Incolae enim quattuor terrarum quae oceanum Caspium tangunt – id est Russia, Azerbaian, Turkmenistan, Kazakhstan – acipenseris maiorem quam pro aequore numerum hamo reteque pescantur nec capturam piscium minuere volunt. Necessa vix est *ecologistis* (ut aiunt) suffragari ut eos pectora caeca esse existimemus atque improvidos qui – Persis terrae Iran dissimillimi – patrimonium generis hominum ita pecuniae causa perdant et profundant.*

Valete quam optime.

Dabam a.d. XIII Kal. Iul. A.D. MMI e Britannia.

Aiane videre et legere vultis? Atque fortasse post ipsi respondere?

Gregem subnotare tribus modis poteris:

I Epistulam vacuam ad hanc inscriptionem cursualem Grex-subscribe@topica.com

II Subnotationem in interrete perfice:

<http://www.topica.com/lists/Grex/subscribe>

III Situm interretiale hunc voca:

<http://digilander.iol.it/Marziale/Grex/subnotatio.html>

Tuam inscriptionem electronicam cursualem infra in ubi legitur Preme premas.

Oxford Classical Dictionary, 3rd edition on CD-ROM Software Review

Joanna Guy

As we all know the OCD (edition 3) is a very useful and valuable tool, both in teaching and in research. Can it be made more useful and valuable?

I think that it can and has been in the format of a CD-ROM.

The CD-ROM is easily and quickly installed on a PC with the minimum of fuss and clear instructions to aid in this task. Once it has been installed, then it can be used. It is used in a very similar way to the Internet, or a library cataloguing system. Any word can be put into the search facility and then the results are generated quickly and clearly in the form of a list. This is a list of all the entries in the OCD where the search word is found. To view one of these lists – one of the entries within the OCD – click on the title and the entry appears in a window on the right hand side of the screen, keeping the list on the left hand side of the screen. The search word is then highlighted in red in the text of the entry. The text is clear and easily read, scrolling through the text as usual.

Within each entry words that occur within the OCD have been converted to hyperlinks and can be clicked on to take you to the related entry. After each entry the sources are listed. So what else can this CD-ROM offer that the book can't?

Firstly, the Advanced Search facility. This tool can be used to find all the occurrences of all variations of a word within the text of the OCD. It can also find words that sound like the search word, and, if the search word is in Greek or Latin, can find the word in all cases. The Advanced Search can also find words linked together in a phrase, either in close proximity to each other, or words that occur in the same sentence, not

necessarily next to each other. This therefore makes an almost impossible task much easier and the OCD even more useful. There is also a facility that can be used to emphasise sections of text, especially when printing out an entry.

A further advantage is the Binder option. This allows you to create your own Binder, or file, within the program, in which you can store as many entries as you require, with any highlighting, and to print them out in one go. While using the program, I created a Binder for my thesis, into which I put entries on Scylla, Odysseus and other related topics. This is a very useful tool, as it means that information can be stored in a way that is easily accessible.

I think that this is the main point of the program and the main advantage it has over the book. It is very easily accessible and can be used to a greater extent as a cross-referencing tool. It is also much easier to carry around than the third edition! However, it doesn't run quite as smoothly as you would ideally like and there are a few items missing from the program, such as the Media option, which don't really seem to work and are as if unfinished.

OCD 3rd ed on CD-ROM is available from most outlets for approximately £40. Some reports have reached us that it may be incompatible with Microsoft's Internet Explorer 5.5, but this cannot be verified at present time.

Derby Granville

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